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ABSTRACT

Results of an evaluation of three teacher-education centers in West Virginia are provided. The centers' programs emphasize the joint participation of various institutions and agencies in the training of teachers. The evaluation concentrated on the programs' chief objectives, which were: (1) identification and recruitment of qualified public school teachers to serve in various roles as school-based teacher educators; (2) selection of appropriate clinical experiences to provide the student with background information and skill to develop competence as a teacher; (3) provision of inservice education for all personnel involved in the teacher-education process; (4) identification and creation of new and expanded range of sites of clinical experience, in particular those other than public schools; (5) fostering experimentation and change in teacher education programs; (6) to harmonize diverse interests and open channels of communication; and (7) to organize so that a reasonable balance is maintained within the domains of each of the agencies in relation to policy making. A Likert-type scale and a checklist comprised the evaluation instrument, which was administered to 17_ student teachers, cooperating teachers, principals, county supervisors, college/university coordinators, and center coordinators. The study data are presented in relation to the seven objectives. In general, the results showed that the teacher education centers are effective in providing inservice education, influencing program development, maintaining a flexible clinical experience program, encouraging innovation, and creating mutual respect. DB)

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EVALUATION REPORT

OF THE

TEACHER EDUCATION CENTERS

IN

WEST VIRGINIA

FEBRUARY, 1973

West Virginia Department of Education

Charleston, West Virginia

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FOREWORD

Included in this document are the results of a recently conducted evaluation of three teacher education centers in West Virginia. The centers are pioneer programs which place emphasis upon the joint participation of various institutions and agencies in the preparation of teachers. It is hoped that the information included herein will be of some value to those individuals who will be involved in shaping the future of this new venture.

The evaluation attempted to look at the congruence between what the evaluation objectives intended and what actually was observed and report any discrepancy between intents and observations. The evaluator decided to solicit the perceptions or attitudes of the participants in ascertaining the degree to which the evaluation objectives were being achieved. Under the assumption that different audiences have different appetites for different information, this report attempted to provide information for the decision - oriented rather than the conclusion - oriented audience.

The successful execution of this evaluation may be attributed to the concerted efforts of many people. Special gratitude is expressed to the participants in the teacher education centers for their kind and gracious assistance in responding to and returning the data - collection instrument.

HIGHLIGHTS

1. Information gathered revealed that adequate progress was being made to up-grade the competency of the cooperating teachers. Although a need for more effective communication was cited, the participants felt they were well prepared and registered enthusiasm about the joint-participation venture.

2. The information collected indicated that the teacher education centers were increasing the opportunity for pre-service teachers to be exposed most often to a greater variety of school situations. Nevertheless, major revision and realignment of the pre-service segment of the professional course offerings was implied as being needed.

3. Many outstanding features of the centers' training activities were revealed. The congruence between what was intended to occur relative to the training activities and what actually was observed was reported as being credible.

4. There was enough evidence gathered to denote that both student and cooperating teachers were provided an opportunity to get involved in a variety of unique school situations.

5. There was sufficient data gathered to reveal that the wind of change was indeed blowing within the centers. It was observed that systematic emphasis had been given to the search for new and innovative practices.

6. There appears to be little doubt that a substantial effort was being made to keep harmony and communication among the involved agencies regularized.

7. The observations gathered indicated that the architects and operators of the centers devised organizational patterns within a general framework of checks and balances.

TABLE OF CONTENTS

	Page
State of the Art	1
Chronology	2
The West Virginia Story	4
THE EVALUATION	
Purpose	7
Planning Phase	7
Limitations	8
The Objectives	9
The Instrument	10
The Sampling Procedure	11
PRESENTATION AND ANALYSIS OF THE DATA	
Objective #1	15
Objective #2	17
Objective #3	21
Objective #4	24
Objective #5	26
Objective #6	27
Objective #7	30
Summary	32
Observations	33

TABLE OF CONTENTS
Page -2-

	Page
APPENDIX	
Likert Scale	36
Average Ratings	39
Checklist-Item Type.	41

THE EVALUATION OF TEACHER EDUCATION CENTERS IN WEST VIRGINIA

State of the Art of Teacher Education

Very few professional fields are as consistently controversial as teacher education. The most predictable characteristic about the art of teacher education is that whatever exists today will be challenged tomorrow. It is a merry-go-round of conflict that returns again and again to the same issues and the same agreements as well as to many of the same proposed solutions.

The scientific movement in education is still in an embryontic state. It has yet to unravel the mysteries of human learning and its modification to the point that reliable directives can be given to teaching. In the absence of definitive research results, passion and politics play disproportinate roles in establishing directions, priorities, and practices in teacher education. The persistently changing needs and aspirations of people and the negotiated compromises that evolve from competing demands prescribe what teacher education will be. To understand teacher education, then, at a given point in time one must be sensitive to and appreciate its historical development. However, for the purposes of the information contained herein the reader will not be burdened with all of the various factors which have converged over the years to shape teacher education as we know it today. Instead, a brief attempt will be made to acquaint the reader with the historical growth of a contemporary commitment to involve local school systems in full partnership with institutions of higher learning for teacher education purposes. A commitment that is rapidly gaining momentum across our state and nation.

Chronology

During the last several years there has been an accelerating movement toward more collaboration in teacher education. The numerous problems encountered by personnel from local schools, colleges and universities, state education agencies, professional organizations, and other groups have dictated the urgent need for more cooperative arrangements. It has been made clear that no single agency can successfully conduct either preservice or inservice teacher education in isolation from the others. As a consequence, many cooperative ventures have developed. There has been a marked shift from relatively loose affiliation to partnership, from unilateral decision-making and independent action to shared judgment and joint efforts.

Since before the turn of the century local schools and institutions of higher education have been loosely affiliated in the preparation of teachers. Although other arrangements existed, most teacher preparation programs were conducted solely on college and university campuses with any clinical work being provided in college owned and operated laboratory schools. One alternative to this practice was a college negotiated contract with local schools which enabled the placement of student teachers in the schools of those systems. Nevertheless, the retention of program control remained firmly in the hands of the higher education institution. This was the general practice up to the mid 1940's.

In the years immediately following World War II, most student teaching programs were moved to off-campus settings. Campus or laboratory schools simply could not handle the load. The explosive rate of increase in the number of college or university students preparing for a teaching career

made it practically impossible to continue as during the pre-war period. Placing almost all teacher education students in nearby schools for student teaching created numerous other problems. It brought together personnel from two agencies who were not accustomed to working together and who were unprepared to function as equals to design and conduct an important segment of teacher education. Thus, in most of these off-campus student teaching situations, college or university domination continued. The local schools "cooperated" with the institutions of higher education. They were referred to as "cooperating schools." Rarely was the college thought of as the "cooperating college."

During the late 1950's and early 1960's the climate affecting student teaching began changing. The stresses and strains of the prevailing loose affiliation of schools and institutions of higher education came to the forefront. It was finally realized that you could just demand so much from the overworked classroom teacher and the overtraveled college supervisor and that some other alternative approaches needed to be explored. Through trial and error, pressured by obvious need, joint partnerships began to be developed in scattered parts of the country.

Starting in the latter part of the 1960's and continuing through the present, the movement toward closer and joint collaboration gained monentum. Schools and institutions of higher education, along with other interested agencies, began developing a variety of arrangements to accommodate their need to work together. These approaches ranged from rather distant ill-defined patterns to close, well-structured relationships. The designs fitted no general plan except that the marriage of school systems in full partnership with institutions of higher education for teacher education

purposes began to appear more often. Current efforts indicate that these partnerships will be expanded with responsibility being divided in accordance with resources and capabilities of the participants.

The West Virginia Story

West Virginia has not been immuned to the growing emphasis being placed upon the joint participation of various agencies in the preparation of teachers. State educators on the "cutting edge" of education have sought and acquired within the last few years state funds to facilitate the establishment and implementation of teacher education centers throughout the state. These centers are designed to provide opportunities for institutions of higher education and county boards of education to cooperate in such phases of teacher preparation as student teaching, clinical instruction, continuning education, and many varied and creative approaches that show promise of improving the training of teachers.

In West Virginia, cooperation, as it pertains to the relationship between schools and institutions of higher education has come to mean partnership in the recently established teacher education centers. The partnership encompases joint decision-making, joint planning, and joint action. The partnership concept as implemented in this state's teacher education centers includes the State Department of Education as well as schools and colleges and universities. Through the regularized collaboration which exists, these agencies are jointly responsible and accountable for the education of teachers.

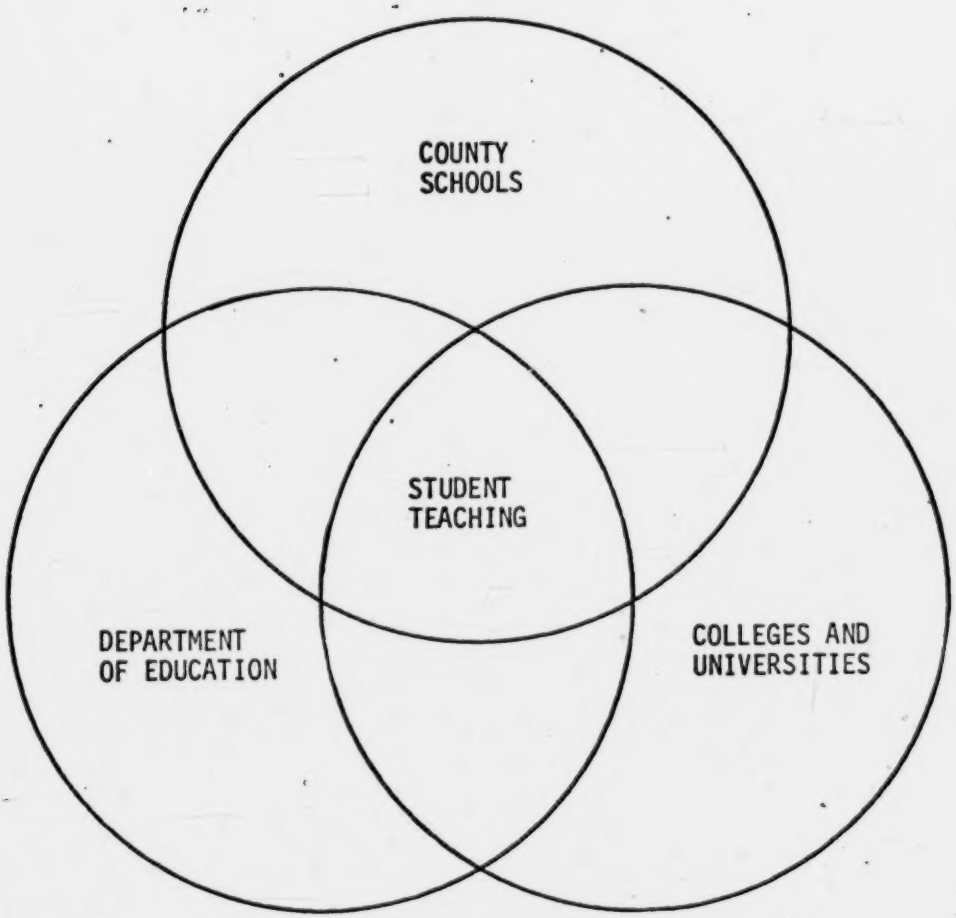
The arrangement characteristics of the Kanawha County Teaching Center, which won the AACTE Distinguished Achievement Award in 1970, is typical of the teaching center program which is rapidly spreading across the state. Seven colleges and universities, the Kanawha County Schools, and the State

Department of Education have banded together to provide a coordinated student teaching program. Two promising features of this approach are readily apparent: (1) colleges and universities have had to willingly give up some of their traditional autonomy as they come together in the center, and (2) the State Department of Education is a full partner in this collaborative venture.

Student teachers assigned to the center become the responsibility of the center staff rather than remain under the direct control of their parent college. The role of the college and university coordinator has been reduced in favor of supervision by cooperating teachers working in concert with the center coordinator and county supervisory personnel. An important focus of the center program was the inservice growth of cooperating teachers which was tied to requirements for licensure as a Teacher Education Associate as set forth by the West Virginia Board of Education.

In view of the historical evolution of teacher education, any of these new cooperative structures must be designed to provide opportunities for the critical view and the new idea.

The following diagram characterizes the relationships among the participating agencies in a typical West Virginia teaching center which currently emphasizes a common concern for student teaching experiences.



The area of common concern and the motor holding the operation together is that of student teaching activities. Therefore, as you would expect, the initial efforts of the emerging centers would be devoted to attacking the problems of clinical experiences and those factors which directly affect these experiences.

THE EVALUATION

Purpose

The evaluation of the recently implemented teacher education centers in West Virginia was executed by the Department of Education which sought to obtain a representative state picture of opinions and problems encountered during their embryotic state. An analysis of the information collected can well serve as a base by the decision-maker in shaping the future direction of this promising practice. Increased pressure for greater accountability does currently exist. Any request for state funds must compete with those of other agencies and any new programs, as well as old, must be shown to be efficient and effective.

Planning Phase

The process of evaluation can be highly complex and subjective. It involved a combination of basic assumptions underlying the activity being evaluated and of personal values on the part of those whose activities are being evaluated and those who are doing the evaluation. Faced with such constraints as the aforementioned, as well as time and resources, the Teacher Education Division in consultation with the evaluator, identified seven objectives around which the evaluation design was developed. Although there may be other objectives of equal or even greater importance relative to the teaching centers' activities, the Division of Teacher Education felt that priority should be placed, at this point-in-time, upon measuring how successful the seven identified objectives were being achieved. The process of delineating a manageable number of priority objectives provided a convenient reference point around which the evaluation design was organized and refined.

A decision was also made during the planning phase to focus the evaluation on the three teacher education centers which have been in operation for at least one year.

The objectives identified dictated that the initial evaluation of the teaching centers should focus on the general direction in which roles and functions are being developed. The constraints of time and resources eliminated consideration of a more rigorous evaluative-research design such as the use of experimental and control groups and the controlling of numerous variables and so forth. Thus, the evaluator decided to solicit the perceptions or attitudes of the participants in order to determine the degree to which the seven identified objectives were being achieved.

Limitations

It should be emphasized that judgmental decisions are involved throughout all phases of the evaluation process and the judgments are influenced by the biases, background, and experiences of the evaluator. In addition to the possible existence of inaccuracies in collecting, reading, analyzing, collating, and reporting data, a brief discussion about attitudes should be included here.

Even though attitudes may be clearly delineated, it is still impossible to know if the respondent does in fact actually hold the attitude he says he does. This can be true even when there is complete confidentiality of the data, because individuals who have become accustomed to suppressing or denying their feelings may be expected to continue to do this when they respond to an attitude scale.

Another necessarily general bias in the evaluation can be inferred from the fact that all of the participants were in a sense evaluating their own

activity. Thus, it is inevitable that most persons tend to identify with the program in which they are involved and to support the education activities of people, institutions, and practices which they know. Under these circumstances, the ratings naturally tend to cluster toward the more favorable end of the scale.

The Objectives

Although there are many other program objectives, the following seven objectives were identified by the Teacher Education Division of the State Department of Education as having the hignest priority for evaluation purposes:

1. Identification and recruitment of qualified public school teachers to serve in various roles as school bases teacher educators.

2. Selection of appropriate clinical experiences, both the locus of the experience and the type of experience, which will provide the student of teaching with background information and skill to develop competence as a teacher.

3. Inservice education for all personnel involved in the teacher education process, designed primarily to keep these personnel abreast of the latest developments and innovations in teacher education and to expand their knowledge base.

4. Identification and creation of new and expanded range of sites of clinical experiences, most particularly sites outside of public schools, which will acquaint students of teaching with an many diverse elements of his culture as time and resources permit.

5. Foster experimentation and change in teacher education programs both in the public school and the college; to act as a catalyst for the creation of new ideas, and the testing of new formats and roles for all personnel involved.

6. Harmonize diverse interest and open channels of communication; to encourage frank and open discussion of significant issues confronting teacher education.

7. To be so organized that a reasonable balance is maintained within the domains of each of the agencies so that all voices are represented on policy making bodies and no segment is separated from the power base.

The Instrument

The evaluator used a deductive analyses approach with each of the aforementioned objectives in order to identify concrete factors which could be observed and measured to determine the degree to which each objective was achieved. During this process, the decision was also made to obtain data concerning attitudes, judgments or perceptions held by the participants in measuring the progress made in achieving the objectives. All of the items in the instrument, both the Likert type and checklist type, were adapted from the literature. Unfortunately, it was very difficult to locate and adapt more than a few items to measure certain objectives.

The initial trial draft instrument and instructions for its use were widely discussed, edited, and revised by the staff of the Teacher Education Division. The results of these orientation sessions were noted and items were dropped, amended, or added and the final draft of the instrument was completed. There was a definite variation in the selection of clusters of items for analysis in terms of their effects on attainment of each objective. The following distribution indicates the number of items included in the instrument which correspond to each objective:

Number of Objective	Total No. of Items
1	6
2	13
3	18
4	3
5	6
6	10
7	6

A copy of the instrument is included in the Appendix. For the reader's convenience, a number was placed at the left of each item to indicate the corresponding objective it was proposed to measure.

The Sampling Procedure

The following six groups who were directly involved in the teacher education center activities constituted the population universe: (1) the student teachers, (2) the cooperating teachers, (3) the school principals, (4) the college-university coordinators, (5) the county supervisors, and (6) the center coordinators. A decision was made to poll all of the school principals, the college/university coordinators, the county supervisors and the center coordinators who were associated with each of the three teacher education centers which were the target of this evaluation. However, because of their anticipated size, it was determined to select a proportionate number of student and cooperating teachers from each center. The method used entailed using a table of random numbers and drawing a total sample size of fifty from each of the two target goups for the three teacher education centers according to an estimated number of each group in each center.

The plan was to administer the instrument according to the following distribution:

Student Teachers	50
Cooperating Teachers	50
Principals	50
County Supervisors	20
College/University Coordinators	20
Center Coordinators	3
Total	193

The actual number by group who completed and returned the instrument were as follows:

Student Teachers	41
Cooperating Teachers	34
Principals	63
County Supervisors	18
College/University Coordinators	13
Center Coordinators	4*
Total	173

*Apparently one of the centers has an associate coordinator for only three centers were involved in the evaluation.

PRESENTATION AND ANALYSIS OF THE DATA

The 173 usuable instruments returned contained an opportunity for making over 15,000 responses. It was necessary to discard three of the 175 instruments returned because of incompleteness. In the 173 usuable instruments there were very few omissions due to the provision in most items for the respondent to indicate a neutral position or indicate in some way that he could not respond to the item with any degree of certainty.

The reader is reminded that the instrument consisted of both Likert scale and checklist-item types. The instrument was constructed so that clusters of certain items would measure the extent to which each objective was achieved. For Objectives #1 and #4 only clusters of checklist-item types were used for measurement. On the other hand, clusters of both Likert and checklist-item types were used to assess the other five objectives. This necessary commingling of two different types of items is emphasized to assist the reader in following the analysis which is included in this particular section of the report.

For analysis purposes the Likert scale and checklist items were quantified separately and in two slightly different ways. Each of the Likert-scale items ratings was given a numerical rating. This ranged from the assignment of five to "Strongly Agree" to the number one to "Strongly Disagree". The total of the ratings of each item divided by the number of individuals who rates that item constituted the average rating for that item. The checklist-item type were quantified in a slightly modified manner. The variation in the number of alternative choices for each item necessitated the use of proportions computed on the basis of frequencies.

For the reader's convenience a few comments about the presentation and analysis of the data are in order here. An abbreviated form of parts of the instrument was included in this section to amplify the outstanding features of the data gathered. Otherwise, it will be necessary for the reader to refer to the Appendix to get a more complete picture. Also, infrequent reference is made to individual group responses. Primary attention was focused on the combined responses relative to each item.

Objective #1. Identification and recruitment of qualified public school teachers to serve in various roles as school based teacher educators.

TABLE 1

CHECKLIST-ITEM TYPE*
Alternative Choices

Item	(1)		(2)		(3)		(4)		(5)		(6)		(7)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
#3	119	69	23	13	5	3	6	3	20	12				
#4	11	6	36	21	73	73								
#5	37	21	45	26	12	7	35	20	45	26				
#6	32	18	2	1	5	3	66	38	15	9	56	33		
#7	140	81	141	82	88	51	31	18	38	22	38	21		
#8	84	49	100	58	102	59	66	38	72	42	71	41	12	7

*See Appendix

Although the primary reference to qualified personnel in Objective #1 focuses on cooperating teachers at this point in time, an attempt was made to also gather data about other participants as well as ascertain some of the criteria which was used in the recruitment process.

Items #3-8 of the checklist type only were designed to measure Objective #1. Items #3 and #4 required the respondents to estimate the confidence he had in executing his function and cite the attitude he had toward the center at two different points in time. Approximately 69% of the study population in Item #3 felt well prepared and a slightly higher proportion, 73%, in Item #4 had a more favorable attitude toward the center at the time they were polled than when they first became associated with it.

Items #5 and #6 urged the respondents to reveal their knowledge about who either selected a cooperating teacher or decided whether or not a cooperating teacher was acceptable. The lack of much variation in the proportion of response to the alternatives in Item #5 indicated an absence of general agreement as to how cooperating teachers were selected. Practically the same condition was revealed in Item #6 relative to the determination of the acceptability of a cooperating teacher. Responses to these two items denote that the study population was not completely aware of the operating practices of the centers.

Items #7 and #8 required the respondents to check the three motives for service as a cooperating teacher and the three qualities a cooperating teacher should possess. It was interesting to note that in Item #7, professional responsibility and growth were judged to be the major motivations for becoming a cooperating teacher. The lack of any large observable variation in the response to the alternatives in Item #8 endorses the desirability of all the characteristics listed.

The centers made a commitment in their embryotic state to upgrade the competence of the cooperating teachers. It can be assumed that satisfactory progress is being made toward this end.

The information gathered here indicated that the participants were enthusiastic about the venture and felt that they were well prepared. Nevertheless, the information did reveal a need for more effective communication.

Objective #2. Selection of appropriate clinical experiences, both the locus of the experience and the type of experience, which will provide the student of teaching with background information and skill to develop competence as a teacher.

Thirteen items were included in the instrument to measure the extent to which Objective #2 was being achieved. This included Items #1-6 on the Likert scale and Items #9-15 of the checklist-item type. It was assumed that the clinical experiences referred to in Objective #2 meant all the activities the student teacher engaged in that contributed to his understanding the teacher-learner process.

TABLE 2

Likert Scale*		Rating
#1	Regular procedure exists for keeping program relevant	3.65
#2	Provided via first-hand experiences	2.85
#3	Moved from textbook to actual experience	3.62
#4	Professors were familiar with local school problems	3.13
#5	Feedback regularly incorporated into the courses	3.43
#6	New techniques are constantly being developed	3.64
	Overall Rating	3.39

*See Appendix

The six Likert scale items were rated from 3.65 to 2.85 on a scale of 5 to 1 with an overall rating of 3.39. The ratings indicated that the respondent were in general agreement with the statements which focused on the preparation programs conducted on the college and university campuses prior to the actual student teaching experience. Items #2 and #4 were rated at a lower level, 2.85 and 3.13 respectively. These two items concerned how professional education courses were provided and the familiarity of the professors with the local schools. Undoubtedly, the inclusion of the word "only" in Item #2 was an influencing factor for its lower rating.

TABLE 3

CHECKLIST-ITEM TYPE*
Alternative Choices

Item	(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)	
	N.	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
# 9	35	20	83	48	32	18	62	36	34	20	30	17	33	19	25	15
#10	17	10	80	46	58	34	13	8	5	5						
#11	44	25	88	51	25	14	6	3	10	6						
#12	69	40	65	38	7	4	18	18								
#13	38	22	122	71	55	32	67	39	36	21	29	17	96	55	19	11
#14	19	11	97	56	27	16	47	27	43	25	7	4				
#15	29	17	79	46	52	30	0	0	0	0	14	8				

*See Appendix

Checklist items #9-15 regarded the following:

(# 9) assessment of preparation program prior to student teaching

(#10) prior preparation of student teacher

(#11) comparison of preservice programs

(#12) extent of responsibility assumed by local schools

(#13) three ways in which ability was improved by the center

(#14) the most important contribution of the cooperating teacher

(#15) the attitude of the principal toward providing the student teaching experience

Although on top of each page of the instrument the respondent was urged to check only one alternative unless advised otherwise, this instruction was occasionally ignored. The multiple number of responses made by the respondents in Item #9 is a case in point. Apparently many of the respondents strongly felt that several of the alternatives were equally applicable. Nevertheless, approximately one out of two or 48% viewed the preparation program prior to student teaching as being

unrealistic. On the other hand, however, 56% of the study population gauged the student teachers to be either well or extremely well prepared.

Item #11 solicited the respondent's opinion in making a comparison between the center's preservice program and others. Approximately three out of four or 76% felt that the center's preservice program was either better or much better than other approaches.

Item #12 was an attempt to ascertain any increased involvement of the local schools in the preservice component. An assumption was made that with increased involvement a corresponding opportunity for appropriate experiences would evolve. Approximately three out of four or 78% of the participants believed that the involvement increased either to some extent or to a great extent.

Two of the three alternatives checked most often in Item #13 related to improvement in ability and were closely allied: (1) openness to new ideas and (2) the willingness to experiment, 71% and 55% respectively.

Item #14 provided an opportunity for the respondent to check the most important contribution made by the cooperating teacher in the center's program. Slightly more than one half of the study population or 56% stated that sharing the classroom and pupils to provide teaching experiences was the most significant contribution.

Item #15 invited the respondent to cite what the attitude of the principal should be in providing the environment for teaching experiences. Almost two out of three or 63% of the participants shared the opinion that the principal should either seek or even agressively seek student teachers.

It would be emphasized here that joint participation in teacher preparation is comparatively new and all of the old problems cannot be resolved in such a short time. It will take awhile to make teacher education meaningful for the students involved. Nevertheless, some of the information gathered to measure Objective #2 did reveal that the center does hold promise of increasing the opportunity for preservice teachers to be exposed more often to a greater variety of school situations.

Objective #3. Inservice education for all personnel involved in the teacher education process, designed primarily to keep these personnel abreast of the latest developments and innovations in teacher education and to expand their knowledge base.

Of the assortment of items included in the instrument to measure Objective #3, eight were Likert type and ten were checklist-item types. It was decided to include this large array of items to measure the extend and nature of the training activity for this is estimated to be an important function of any teacher education center.

TABLE 4

Likert Scale*		Rating
# 7	Training sessions conducted by college personnel	3.97
# 8	School and college personnel met regularly to discuss problems	3.65
# 9	Both schools and colleges assume responsibility for training	3.98
#10	Objectives existed for the training	3.79
#11	Local schools have a primary responsibility for the training	3.14
#12	The training sessions were relevant	3.73
#13	Appropriate resources were provided	3.64
#14	Student teachers were involved	4.08
	Overall Rating	3.74

*See Appendix

The average rating of the study population of the eight Likert-scale items ranged from 4.08 to 3.14 with an overall rating of 3.74. The results indicate general agreement with the statements. Obviously there was not the degree of concensus associated with Item #11 as with the others. Item #11 stated that local schools are responsible for the development of inservice training programs and it was rated 3.14 and ranked at the lowest level among the eight.

TABLE 5

CHECKLIST-ITEM TYPE*
Alternative Choices

Item	(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
#16	68	39	34	20	4	2	37	21	18	10								
#17	130	75	128	74	91	53	103	60	73	42	24	14						
#18	54	31	109	63	10	6												
#19	50	29	92	53	36	21	49	28	27	16	58	34	23	14	16	9	14	8
#20	93	54	46	27	9	5	11	6	2	1	12	7						
#21	122	71	16	9	26	15	9	5										
#22	119	69	26	15	8	5	20	12										
#23	9	5	50	29	69	40	20	12	6	3	19	11						
#24	46	27	94	54	17	10	15	9										
#25	23	13	41	24	34	20	74	43	20	12	14	8	20	12	44	25	14	8

*See Appendix

Checklist Items #16-25 were included in the instrument to assess Objective #3. The items focused on the following:

(#16) orientating of cooperating teachers

(#17) participants in the training activities

(#18) the extent of participation

(#19) the significant emphasis

(#20) method of training

(#21) the practical value of the training

(#22) materials and facilities available

(#23) the time allotted

(#24) the quality of instruction

(#25) how the training can be improved

Approximately two out of five or 39% of the respondents shared the opinion that the center coordinator should have major responsibility for the orientation of cooperating teachers. Although it can be observed in Item #17 that all the groups listed participated in the training activities, the greater proportion checked cooperating and student teachers, 75% and 74% respectively. Response to Item #18 revealed extensive participation. Practically all of the study population or 94% denoted that they were either involved to some extent or a great deal.

The significant accent of the training appeared to be placed upon teaching methods (#19-54%) which was primarily conducted through workshops (#20-54%) and was viewed by many as being relevant (#21-71%). The participants revealed that the training materials and facilities were adequate (#22-69%), but less positive about the time allotted being right in length (#23-40%). Nevertheless, in Item #24 four out of five or 81% indicated that the instruction was either good or excellent. Two out of five respondents in Item #25 or 40% shared the opinion that the training activities could be improved by providing more follow-up.

Obviously, most of the evidence gathered relative to the attainment of Objective #3 was of a positive nature. Many outstanding features of the training activities was revealed. Hopefully the information will provide feedback and subsequent modification of the weaker processes to insure the continual improvement of the program.

Objective #4. Identification and creation of new and expanded range of sites of clinical experiences, most particularly sites outside of public schools, which will acquaint students of teaching with as many diverse elements of his culture as time and resources permit.

Objective #4 deals with the variety of school situations in which preservice teachers may gain exposure. It is believed desirable for student teachers to have experiences with pupils of different ages, ethnic backgrounds, soci-economic backgrounds, and so forth. Although the availability of diverse settings to place student teachers may exist and personal visits to many different schools is encouraged, it is not logical to assume that all the student teachers will have all the desirable experiences. Nevertheless, it can be assumed that some of the student teachers will have all the desirable experience. Any activity of this nature has to be individually tailored to meet the needs of the interested student.

TABLE 6

CHECKLIST-ITEM TYPE*
Alternative Choices

Item	(1)		(2)		(3)		(4)		(5)	
	N	%	N	%	N	%	N	%	N	%
#26	155	90	27	16	8	5	39	23	22	13
#27	50	29	67	39	17	10	4	2	34	20

*See Appendix

(#26) different types of schools

(#27) extent coordinator encouraged outside experiences

TABLE 7

CHECKLIST-ITEM TYPE*
Item #28

	Much More		More		No Change		Less		Much Less	
	N	%	N	%	N	%	N	%	N	%
(1) Visitation	17	10	49	28	75	43				
(2) Comm. Work	16	9	64	37	62	36				
(3) Exp. Practices	25	14	76	44	40	23	1	1	1	1
(4) Prof. Reading	7	4	55	32	79	46	3	2		
(5) Work Other Staff	14	8	77	45	51	29	1	1		
(6) Asst. Principal	19	11	63	36	60	35				
(7) Not able to Judge	29	17								

*See Appendix

Although only three checklist items were included in the instruments to measure Objective #4, Items #26, #27, and #28, the latter was of a multiple-matching nature. Checked most often as the typical student teaching setting in Item #26 was the "public schools" (90%). Nevertheless, all the other alternatives were checked enough times to reveal that a variety of sites were utilized.

Slightly better than two out of three or 68% of the participants in Item #27 indicated that the center coordinators did encourage the cooperating teachers to provide the student teachers with a variety of experiences outside the assigned classroom. Item #28 was designed to determine if the cooperating teacher was afforded a corresponding opportunity. Over one half of the respondents felt that the presence of a student teacher did enable the cooperating teacher to either experiment or meet with other staff members more or much more than usual, 58% and 54% respectively.

There was enough evidence to indicate that not only did some student teachers have an opportunity to get involved in a variety of unique school situations, but also the cooperating teachers.

Objective #5. Foster experimentation and change in teacher education programs both in the public school and the college; to act as a catalyst for the creation of new ideas, and the testing of new formats and roles for all personnel involved.

The cluster of items designated to measure Objective #5 included five Likert types and one checklist type and were designed to assess new and innovative practices at the centers. The combined group of five Likert items, Items #15-19, had the highest overall rating of 4.02 and ranged from 4.12-3.95.

TABLE 8

	Likert Scale*	Rating
#15	Cooperating teachers' knowledge of new practices	3.95
#16	the center's help to the principal in improving instruction	3.96
#17	the center as a force for the improvement of teacher education	4.12
#18	the center's operation was conducive to change	3.98
#19	the center coordinator encourage innovation and experimentation	4.09
	Overall Rating	4.02

*See Appendix

The single checklist item, Item #29, assessed the new instructional aids or ideas the student teachers contributed. Slightly less than one half of the respondents or 48% indicated that the student teachers brought, developed, provided or suggested either "quite a few" or "a great many" new ideas.

There was sufficient evidence gathered to reveal that the wind of change was indeed blowing within the centers. It appeared that systematic emphasis was being given to the search for new and innovative practices.

Objective #6. Harmonize diverse interest and open channels of communication; to encourage frank and open discussion of significant issues confronting teacher education.

The implementation of the teacher education centers was a big step over the barrier of old institutional patterns. This means that there can be cause for disagreement or even conflict. Thus, there must also be ways of confronting and resolving these differences. The center's operation must be designed to provide opportunities for the critical view as well as the new idea.

Clusters of six Likert items, Items #20-25, and four checklist types, Items #30-33, were designed to measure Objective #6. For the most part the aforementioned items centered on the role of key individuals and the interaction among these individuals. The reader should note here that although Objectives #6 and #7 are treated separately in this section of the paper, the evaluator had difficulty in making any great distinction between them.

The range of the ratings given to the six Likert items was from 3.96 to 3.38 which revealed that the respondents were in general agreement with the statements.

TABLE 9

Likert Scale*		Rating
(#20)	the program was efficiently organized	3.60
(#21)	sufficient program orientation was provided	3.83
(#22)	needs of the participants were understood and recognized	3.83
(#23)	little difference in viewpoint existed	3.38
(#24)	the coordinator had the responsibility for carrying out policy decisions	3.88
(#25)	the coordinator worked closely with school principals	3.96
	Overall Rating	3.75

*See Appendix

An examination of the individual group responses in the Appendix will reveal that both the college/university personnel and the center coordinator did not agree with Item #23, a rating of 2.38 and 2.50 respectively. Item #23 stated that there was little difference in viewpoint on substantive matters among the participating agencies.

Checklist Items #30-33 concerned the roles of the center coordinators, the county central offices, and the college university coordinators.

TABLE 10

CHECKLIST ITEM TYPE*
Alternative Choices

Item	(1)		(2)		(3)		(4)		(5)		(6)	
	N	%	N	%	N	%	N	%	N	%	N	%
#30	74	43	40	23	50	29	5	3	4	2		
#31	88	51	130	75	84	49	68	39	92	53	36	21
#32	66	38	83	48	11	6	10	5				
#33	67	39	44	25	35	20	6	3	18	10		

*See Appendix

Approximately two out of three or 66% of the participants felt that the center coordinators were either usually or always available. In Item #31 the study population checked the following as the three most important duties of the center coordinator:

(1) encourage an exchange of ideas (75%)

(2) interpret the program to others (53%)

(3) develop an outstanding group of cooperating teachers (51%)

More than four out of five or 86% of the respondents shared the opinion that the help and support received from the county central offices was either good or excellent. Also, in item #33 which cites the assistance received from the college/university coordinators, 64% indicated that they received either most or all the help that was necessary.

The information gathered to measure Objective #6 was encouraging. There seems to be little doubt that a sustantial effort is being made to keep harmony and communication among the involved agencies regularized.

Objective #7. To be so organized that a reasonable balance is maintained within the domains of each of the agencies so that all voices are represented on policy making bodies and no segment is separated from the power base.

General policy and procedure should be developed by representatives of the professional agencies, institutions or groups directly concerned through persuasion of majorities that reflect the different outlooks. There should also be provision for the execution of the agreed-upon policies and procedures by designating persons to be responsible for administering and coordinating the mutually accepted program and process.

A cluster consisting of five Likert items (Items #26-30) and one checklist type (Item #34) were included in the instrument to measure progress toward the achievement of Objective #7. Again the average rating for each of the Likert items revealed agreement with the statements which referred to the relationships of the various agencies in the operational patterns of the centers. The ratings ranged from 4.13-3.65 with a total combined rating of 3.82.

TABLE 11

Likert Scale*		Rating
(#26)	ways exist for joint decision-making	3.75
(#27)	the organizational pattern balances joint participation	3.88
(#28)	the center coordinator adequately represents all agencies	4.13
(#29)	member agencies participate on an equal basis	3.77
(#30)	means exist to reduce the growth of bureaucracy	3.56
	Overall Rating	3.82

*See Appendix

The respondents agreed that legitimate ways existed for all to participate in the decision-making process; that joint participation is balanced; that the center coordinators adquately represents all agencies; that member agencies participate on an equal basis; and, that means exist to prevent the growth of a bureaucracy.

In checklist item #34 the study population gave highest priority to the following as the major responsibilities of the center coordinator:

(1) provide inservice programs for student and cooperating teachers (87%)

(2) conduct seminars for student teachers (69%)

(3) establish good public relations (67%)

The evidence gathered relative to Objective #7 did reveal that the architects and operators of these new structures devised organizational patterns within a general framework of checks and balances.

Checklist item #35 and item #36, an open-ended type question, induced the respondents to specify an overall evaluative judgment about the effectiveness of the teacher education centers. Neither of the two items was specifically associated with measuring any one of the seven objectives. The response to item #35 was quite positive. Approximately four out of five or 83% shared the opinion that the effectiveness of the overall program was either good or very good.

The open-ended question, item #36, invited the study population to respond to the following three-part question; "In light of your subsequent experience with the Student Teaching Center, what aspects of your experience were <u>most valuable</u>? <u>Least valuable</u>? <u>What changes</u> in that experience would increase its value in the future? Only the most frequently listed responses which could be readily categorized were reported here:

Most valuable:

1.	Facilitated exchange of ideas and new techniques	37%
2.	Inservice training	27%
3.	Improved cooperative relationships	26%
4.	Improved placement of student teachers	17%
5.	Improved quantity and quality of resource materials	10%

Least valuable:

1.	Irrelevant workshops for seminars	11%
2.	Report and evaluation forms	7%
3.	Rapport with center coordinators	5%
4.	Opening-day ceremonies	4%

Recommended changes:

1.	More relevant workshops and seminars	25%
2.	More and better communications	25%
3.	Better screening of student teachers	7%

Summary

The evidence gathered to measure the progress being made toward the attainment of the seven objectives revealed that the teacher education centers are a valuable vehicle for:

1. Providing inservice education
2. Influencing program development
3. Maintaining a flexible clinical experience program
4. Encouraging innovation and experimentation
5. Creating a mutual respect for and encouragement of the differing talents, knowledge, and viewpoints personnel bring with them from their respective institutions and agencies.

OBSERVATIONS

The teacher education center concept is a direct attempt to resolve the problems that plague the conventional off-campus student teaching program. The following statements are directed not only at those things indicated by the objectives but also to other side effects:

1. The cooperative venture must continue to be so devised and designed that it does not freeze present practices nor stultify initiative.

2. Roles should be delineated in relation to responsibilities rather than on the strengths and weaknesses of individuals in order that the cooperative venture may continue despite personnel changes. This way uncertainty and confusion about who does what, when and how is reduced to a minimum.

3. If a desire in the future emerges to determine which outcomes can be confidently attributed to the program of the centers, it will be necessary to fabricate some sort of "control group" against which the progress of the participants can be measured.

4. Beginning teachers in training should be given a taste of actual teaching responsibility at the earliest possible point in their training. They should be involved in the very kinds of instructional experiences which they are enjoined to practice with students.

5. The partnership venture appears to have passed from the initial stage of administrative expediency into the long-range refinement of a reasonably permanent relationship, with support and involvement by appropriate related organizations and agencies.

6. Since both the cooperating teachers and college/university personnel are responsible for many of the same student teachers, they must work together, as an effective team, each maintaining his own role within the team effort.

7. A motivating factor in the continuing development of these centers is the deep involvement of the West Virginia State Department of Education.

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

November 30, 1972

Action Requested

TO: Selected Respondents

SUBJECT: Evaluation of Teacher Education Centers

The Department of Education is conducting a study of the current status of the recently established Teacher Education Centers in West Virginia. The information gathered is intended to provide a representative State picture of opinions and problems encountered in the implementation of these Centers. An analysis of the data collected will serve as a basis for shaping the development of future plans.

We solicit your frank response as a member of the very carefully, yet limited, study population. Your individual response to the attached instrument will be kept confidential and will be reported by groups only. There are six groups of people who will be requested to respond to an instrument: (1) the student teacher, (2) the cooperating teacher, (3) the school principal, (4) the college/university coordinator, (5) the center coordinator, and (6) the county supervisor. The instrument, except for one open-ended question at the end, consists of both Likert Scale and checklist-item types. Please react to all items completely and candidly.

The completed instrument should be returned on or before December 10, 1972. For your convenience, an addressed envelope has been included in the materials you received.

Thank you in advance for the prompt attention and cooperation which you are able to grant to this request.

Ernest Berty
Building #6, Room B-337
West Virginia Department of
Education
Charleston, West Virginia 25305

EB:mj
Enclosures

Likert-Type Scale

This instrument is designed to give you the opportunity to express your opinions relative to your participation in the activities of the Teacher Education Center. Please read each item carefully. Then indicate with a check mark--(X) whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree with each statement.

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	1.	The colleges and universities have a regular procedure for keeping the contents of their teacher preparation program relevant					
2	2.	Professional education courses were provided only via clinical and first-hand classroom experiences					
2	3.	The teacher preparation program has moved from "textbook" type learning to first-hand, or actual experiences					
2	4.	College and university professors who share in the responsibility for preparing teachers are familiar with the everyday problems of public schools					
2	5.	Feedback from student teachers and cooperating teachers are regularly incorporated into the formal teacher preparation courses					
2	6.	New forms of practical learning or classroom experiences are constantly being developed by colleges and universities to teach teachers how to teach.....					
3	7.	College/university personnel conducted both preservice and in-service training sessions as part of the Center's program.					
3	8.	School personnel and college/university teacher preparation personnel meet regularly to discuss professional problems ...					
3	9.	The preservice and in-service training sessions were a responsibility of both the public schools and the colleges and universities					
3	10.	Both short-range and long-range objectives for the preservice and in-service training activities were apparent					
3	11.	The development of in-service training programs is a primary responsibility of the public schools					
3	12.	The preservice and in-service training sessions were relevant					
3	13.	Resources of appropriate quality, quantity, and variety were provided during the preservice and in-service training sessions					

This instrument is designed to give you the opportunity to express your opinions relative to your participation in the activities of the Teacher Education Center. Please read each item carefully. Then indicate with a check mark--(X) whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree with each statement.

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	14.	The Center Coordinator scheduled and arranged training sessions for student teachers assigned to the Center					
5	15.	Cooperating teachers demonstrated a knowledge of recent changes in teaching methods					
5	16.	The Center's operation was of appreciable help to the principal in maintaining and improving the quality of instruction in his school					
5	17.	The Center is a vigorous force for the improvement of teacher education					
5	18.	The Center's operation and organization patterns were conducive to encouraging educational change and innovative programs					
5	19.	The Center Coordinator exercised leadership in introducing innovation and experimentation					
6	20.	The teacher preparation program operated by the Center was efficiently organized					
6	21.	Sufficient information and orientation concerning the teacher preparation program was provided by the office of the Center Coordinator					
6	22.	The needs of the participating members were understood and recognized by the Center					
6	23.	There appears to be little difference in viewpoint on substantive matters among the agencies which are participating in the Center					
6	24.	The Coordinator has the responsibility for carrying out policy decisions as they relate to student teaching and in-service education					
6	25.	The Coordinator works closely with school principals in coordinating the student teaching program so that it is consistent with each school's philosophy					

This instrument is designed to give you the opportunity to express your opinions relative to your participation in the activities of the Teacher Education Center. Please read each item carefully. Then indicate with a check mark--(X) whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree with each statement.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	26. There are open and ligitimate ways for participating members to engage effectively in the decision-making process of the Center					
7	27. The present organization of the Center works well in its attempt to balance joint participation					
7	28. The Center Coordinator adequately represents the professional interests of the schools as well as the institutions of higher education					
7	29. The organizational pattern allows for joint planning and decision-making with school and college as equal partners, each with its own particular responsibilities and contributions					
7	30. There are means for decentralizing or localizing decision-making and administrative functions so that bureaucracy does not take over					

EB:mh 11-15-72

Teachers		Principals		Coll/Univ. Personnel		County Supervisors		Center Coordinators		Combined	
Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items
2	3.68	2	3.77	2	3.28	3	3.50	3	3.65	1
5	2.81	6	3.15	5	2.67	5.5	2.75	6	2.85	6
3	3.70	1	4.00	1	3.61	1	4.25	1.5	3.62	3
6	2.84	5	3.38	4	2.67	5.5	3.0	5	3.13	5
4	3.49	4	3.54	3	3.17	4	4.25	1.5	3.43	4
1	3.52	3	3.13	6	3.56	2	3.25	4	3.64	2
	3.35		3.62		3.16		3.50		3.39	
1	3.94	3	4.15	2	4.00	6	4.50	2	3.97	3
6	3.65	7	4.23	1	3.83	7.5	4.25	3	3.65	6
3	4.00	2	3.85	4	4.50	2	4.00	4.5	3.98	2
5	3.78	4	3.46	5	4.39	3	4.00	4.5	3.79	4
7	2.86	8	2.85	8	3.83	7.5	3.00	8	3.14	8
4	3.73	5	3.38	6.5	4.11	4	4.00	4.5	3.73	5
5	3.67	6	3.38	6.5	4.06	5	4.00	4.5	3.64	7
2	4.27	1	4.00	3	4.72	1	4.75	1	4.08	1
	3.74		3.66		4.18		4.06		3.74	
2.5	3.70	5	4.77	1	4.16	5	3.75	5	3.95	5
5	4.57	1	3.85	2.5	4.22	4	4.50	2.5	3.96	4
1.5	4.13	2	3.54	5	4.50	2	4.75	1	4.12	1
2.5	3.95	4	3.69	4	4.27	3	4.50	2.5	3.98	3
1.5	3.97	3	3.85	2.5	4.61	1	4.25	4	4.09	2
	4.06		3.94		4.34		4.35		4.02	
1	4.00	2	3.38	4.5	4.44	2	4.25	3.5	3.60	5
3.5	3.86	4	3.38	4.5	4.17	3.5	4.25	3.5	3.83	3.5
3.5	3.87	3	3.46	3	4.06	5	4.25	3.5	3.83	3.5
6	3.52	6	2.38	6	3.50	6	2.50	6	3.38	6
5	3.73	5	4.46	1	4.17	3.5	4.75	1	3.88	2
2	4.03	1	3.92	2	4.50	1	4.50	2	3.96	1
	3.84		3.50		4.14		4.08		3.75	

Item No. (Instrument)	Student Teachers		Cooperating Teachers		Principals		Coll/Univ. Personnel		County Supervisors		Center Coordinators	
	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items
Objective No. 2												
1.	3.59	2	3.85	2	3.68	2	3.77	2	3.28	3	3.50	3
2.	2.59	6	3.24	5	2.81	6	3.15	5	2.67	5.5	2.75	6
3.	3.20	4.5	3.76	3	3.70	1	4.00	1	3.61	1	4.25	1.5
4.	3.76	1	3.09	6	2.84	5	3.38	4	2.67	5.5	3.0	5
5.	3.20	4.5	3.59	4	3.49	4	3.54	3	3.17	4	4.25	1.5
6.	3.54	3	4.00	1	3.52	3	3.13	6	3.56	2	3.25	4
Total #2	3.31		3.59		3.35		3.62		3.16		3.50	
Objective No. 3												
7.	3.68	1	4.21	1	3.94	3	4.15	2	4.00	6	4.50	2
8.	3.27	7	3.74	6	3.65	7	4.23	1	3.83	7.5	4.25	3
9.	3.63	2	4.12	3	4.00	2	3.85	4	4.50	2	4.00	4.5
10.	3.54	3	3.91	5	3.78	4	3.46	5	4.39	3	4.00	4.5
11.	3.34	6	3.18	7	2.86	8	2.85	8	3.83	7.5	3.00	8
12.	3.49	4	3.94	4	3.73	5	3.38	6.5	4.11	4	4.00	4.5
13.	3.24	8	3.91	5	3.67	6	3.38	6.5	4.06	5	4.00	4.5
14.	3.37	5	4.18	2	4.27	1	4.00	3	4.72	1	4.75	1
Total #3	3.45		3.90		3.74		3.66		4.18		4.06	
Objective No. 5												
15.	3.78	3	4.21	2.5	3.70	5	4.77	1	4.16	5	3.75	5
16.	3.17	5	3.65	5	4.57	1	3.85	2.5	4.22	4	4.50	2.5
17.	3.83	2	4.38	1.5	4.13	2	3.54	5	4.50	2	4.75	1
18.	3.76	4	4.21	2.5	3.95	4	3.69	4	4.27	3	4.50	2.5
19.	3.88	1	4.38	1.5	3.97	3	3.85	2.5	4.61	1	4.25	4
Total #5	3.68		4.16		4.06		3.94		4.34		4.35	
Objective No. 6												
20.	3.61	2	4.24	1	4.00	2	3.38	4.5	4.44	2	4.25	3.5
21.	3.54	3.5	4.06	3.5	3.86	4	3.38	4.5	4.17	3.5	4.25	3.5
22.	3.54	3.5	4.06	3.5	3.87	3	3.46	3	4.06	5	4.25	3.5
23.	3.07	5	3.91	6	3.52	6	2.38	6	3.50	6	2.50	6
24.	3.66	1	3.97	5	3.73	5	4.46	1	4.17	3.5	4.75	1
25.	3.44	6	4.12	2	4.03	1	3.92	2	4.50	1	4.50	2
Total #6	3.48		4.06		3.84		3.50		4.14		4.08	

Teachers	Principals		Coll/Univ. Personnel		County Supervisors		Center Coordinators		Combined	
Rank mong tems	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items
4	3.94	3	3.77	1	3.94	4	5.25	1	3.75	4
2	4.05	2	3.15	4	4.17	2.5	4.50	2.5	3.88	2
1	4.10	1	3.31	3	4.50	1	4.50	2.5	4.13	1
3	3.79	4	3.62	2	4.17	2.5	4.50	2.5	3.77	3
5	3.78	5	3.08	5	3.72	5	4.00	5	3.56	5
	3.93		3.38		4.10		4.55		3.82	

Item No. (Instrument)	Student Teachers		Cooperating Teachers		Principals		Coll/Univ. Personnel		County Supervisors		Center Coordinators	
	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items	Average Rating	Rank Among Items
Objective No. 7												
26.	3.34	4	3.62	4	3.94	3	3.77	1	3.94	4	5.25	1
27.	3.59	2.5	4.00	2	4.05	2	3.15	4	4.17	2.5	4.50	2.5
28.	4.05	1	4.35	1	4.10	1	3.31	3	4.50	1	4.50	2.5
29.	3.59	2.5	3.74	3	3.79	4	3.62	2	4.17	2.5	4.50	2.5
30.	3.24	5	3.59	5	3.78	5	3.08	5	3.72	5	4.00	5
Total #7	3.56		3.86		3.93		3.38		4.10		4.55	

Checklist-Item Type

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

1. What is your sex? 46%___ Male 54%___ Female

2. Which of the following are you now?

24%___ 1. Student Teacher
20%___ 2. Cooperating Teacher
36%___ 3. Principal
8%___ 4. College/University Personnel
10%___ 5. County Supervisor
2%___ 6. Center Coordinator

1 3. As you began the school year, which of the following would most accurately describe your feelings?

69%___ 1. Prepared
13%___ 2. Limited readiness
3%___ 3. Inadequate
3%___ 4. Neutral feelings
12%___ 5. Apprehensive

1 4. Contrast your attitude toward the Student Teaching Center now with your attitude when you first became associated with the Center:

6%___ 1. Less favorable
21%___ 2. Same
73%___ 3. More favorable

1 5. How does the Center select its cooperating teachers?

21%___ 1. The cooperating teacher volunteers
26%___ 2. The principal of the school in which a student teacher is assigned selects the cooperating teacher
7%___ 3. The college coordinator selects the cooperating teacher
20%___ 4. The Center Coordinator selects the cooperating teacher
26%___ 5. Other (Please specify) _____

_____

1 6. Please indicate who decides whether a teacher will be acceptable as a cooperating teacher.

18%___ 1. Center Coordinator
1%___ 2. County Superintendent
3%___ 3. County Supervisor
38%___ 4. School Principal
9%___ 5. College/University Personnel
33%___ 6. Other (Please specify)_____

_____

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

1 7. Check the <u>three</u> most major motivations for serving as a cooperating teacher:

81%__ 1. Believed it to be a professional obligation and responsibility
82%__ 2. Considered it to be an opportunity to grow professionally
51%__ 3. Believed the students would profit from presence of a student teacher
18%__ 4. Desired additional monetary compensation
22%__ 5. Selected by an administrator
21%__ 6. Other (Please specify) _____
_____

1 8. Check <u>three</u> qualities which you believe enable a cooperating teacher to make a special contribution to a student teaching situation:

49%__ 1. Demonstrates a broad knowledge of curricular areas and their related basic objectives
58%__ 2. Demonstrates a respect for the ideas and integrity of a student teacher
59%__ 3. Shows a general concern and liking for working with a student teacher
38%__ 4. Is effective in his working relationships with others
42%__ 5. Is able to objectively evaluate the performance of a student teacher
41%__ 6. Demonstrates creativity and resourcefulness
7%__ 7. Other (Please specify) _____
_____

2 9. If you were asked to evaluate teacher preparation programs prior to student teaching, which of the following would apply:

20%__ 1. Imbalance in content requirements
48%__ 2. Unrealistic exposure to learning situations of students
18%__ 3. Stereotyped, impersonal, unimaginative teaching
36%__ 4. Unfamiliarity of instructors with actualities of local school scene
20%__ 5. Ineffective coordination of learning experiences
17%__ 6. Inadequate involvement with total community
19%__ 7. Inadequate cooperation between public schools and teacher-preparation institutions
15%__ 8. Other (Please specify) _____
_____

2 10. In general, how well do you feel the present group of student teachers was prepared to enter student teaching?

10%__ 1. Extremely well prepared
46%__ 2. Well prepared
34%__ 3. Adequately prepared
8%__ 4. Minimally prepared
5%__ 5. Inadequately prepared

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

2 11. In comparison to other preservice programs for preparing teachers, how would you classify the preservice program offered by the Center?

25% 1. The Center's preservice is much better
51% 2. The Center's preservice is better
14% 3. The same
3% 4. Other preservice programs were moderately better
6% 5. Other preservice programs were much better

2 12. To what extent has the public schools participating in the Center's program assumed greater responsibility for the preservice component of teacher education?

40% 1. A great deal
38% 2. To some extent
4% 3. Not at all
18% 4. Don't know

2 13. Check the three most significant ways you feel your ability has been improved as a result of your association with the Center?

22% 1. Ability to accept and act upon criticism of your behavior as a teacher
71% 2. Openness to suggestions about new ideas of teaching
32% 3. Self-awareness of your own inadequacies as a teacher
39% 4. Ability to use evaluative methods
21% 5. Commitment to teaching
17% 6. Respect for students
55% 7. Willingness to experiment
11% 8. Other (Please specify) _____
_____

2 14. Which of the following did you consider to be the most important contribution of the cooperating teacher in the Center's program?

11% 1. Provided cognitive information in the psychology and sociology of teaching and learning
56% 2. Shared the classroom and pupils to provide teaching experiences for the student teachers
16% 3. Provided instruction and experience in lesson planning and methods of teaching
27% 4. Provided climate for developing a wholesome professional attitude
25% 5. Provided informal counseling and advice in one-to-one conference sessions
4% 6. Other (Please specify) _____
_____

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

2 15. What do you think should be the attitude of the principal about working with student teachers?

17% 1. Should aggressively seek student teachers
46% 2. Should seek student teachers
30% 3. Should accept student teachers if asked
0% 4. Should resist having student teachers in the school
0% 5. Should refuse to have student teachers in the school
8% 6. I am unable to judge

3 16. Who do you believe should have the major responsibility in the orientation of cooperating teachers?

39% 1. Center Coordinator
20% 2. School Principal
2% 3. County Supervisor
21% 4. College/University Personnel
10% 5. Don't know

3 17. Which of the following have participated in the Center's in-service training activities?

75% 1. Cooperating Teacher
74% 2. Student Teachers
53% 3. School Principals
60% 4. College/University Personnel
42% 5. County Supervisors
14% 6. Other (Please specify)_____

3 18. To what extent have you participated in teacher seminars or other in-service activities which were conducted under the auspices of the Center?

31% 1. A great deal
63% 2. To some extent
6% 3. Not at all

3 19. Indicate the significant emphases of the Center's in-service training activities:

29% 1. Application of educational theory
53% 2. Teaching methods
21% 3. Curriculum planning and development
28% 4. Individualized instruction
16% 5. Utilizing television in instruction
34% 6. Use of equipment and materials other than those related to television
14% 7. Use of school plant facilities
9% 8. Administrative and management techniques
8% 9. Other (Please specify) _____

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

3 20. Indicate the most significant type of in-service training that was provided by the Center:

54% 1. Workshops
27% 2. Seminars
5% 3. Lectures
6% 4. Demonstrations
1% 5. Committee projects
7% 6. Other (Please specify)_____

3 21. In your view, were the in-service training sessions and topics of practical value to the participants?

71% 1. Most were
9% 2. Half were
15% 3. A few were
5% 4. None

3 22. How would you classify the materials and facilities available for the in-service training session?

69% 1. Adequate
15% 2. Limited
5% 3. Insufficient
12% 4. I am unable to judge

3 23. Indicate how you feel about the time allotted to the Center's in-service training activities:

5% 1. Too many days
29% 2. Too few days
40% 3. Just right in length
12% 4. Too much in one day
3% 5. Not enough in one day
11% 6. Length of day just right

3 24. The instruction for the Center's in-service training sessions was:

27% 1. Excellent
54% 2. Good
10% 3. Fair
9% 4. Poor

3 25. Check the following ways in which you think the Center's in-service training activities can be improved. You may check more than one item if you desire.

13% 1. In-service training was presented in an excellent way. I don't see how it can be improved.
24% 2. I have had so little experience with in-service programs that I can't really say how they could be improved.
20% 3. In-service training should be scheduled during the school day.
43% 4. In-service training is valuable but more follow-up should be provided.
12% 5. The content should be discussed with the trainees before it is presented.
8% 6. People who lead in-service training sessions should be better prepared.
12% 7. In-service training instructors should not be limited to local personnel.
25% 8. The Center should offer programs relevant to my level and/or subject area of teaching.
8% 9. None of the above.

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

4 26. Please indicate the number of different types of schools with which the Center is cooperating this year in placing student teachers:

90% 1. Public schools
16% 2. Parochial schools
5% 3. Correctional institutions
23% 4. Job-training centers
13% 5. Other (Please specify) _____

4 27. To what extent did the Center Coordinator encourage cooperating teachers to provide their student teachers with a variety of experiences outside the assigned classroom?

29% 1. A great deal
39% 2. To some extent
10% 3. To a limited degree
2% 4. Not at all
20% 5. I am unable to judge

4 28. To what extent did the presence of a student teacher change the cooperating teacher's participation in the following activities?

Use the following code:

a. Much more than usual
b. More than usual
c. No change
d. Less than usual
e. Much less than usual

Only highest response reported

c-43% 1. Visitation in other classrooms or schools
b-37% 2. Committee work in the school with pupils and/or staff
b-44% 3. Innovative and experimental practices
c-46% 4. Professional reading and/or writing
b-45% 5. Work or meet with staff members of school or department
b-36% 6. Assistance to the principal or to other teachers
17% 7. I am unable to judge

5 29. How many new or different instructional aids or ideas have student teachers brought, developed, provided, or suggested to the school teachers?

14% 1. A great many
34% 2. Quite a few
37% 3. Some
5% 4. A very few
1% 5. None
8% 6. Don't know

6 30. To what extent has the Center Coordinator been available for the Center's activities during the semester?

43% 1. Has always been available
23% 2. Has usually been available
29% 3. Has been available on call when needed
3% 4. Has been generally unavailable
2% 5. Has never been available

In completing the instrument, use check marks (X) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

6 31. Check the three most important duties of the Center Coordinator in the student teaching program:

51% 1. Develop an outstanding group of cooperating teachers
75% 2. Encourage an exchange of ideas among all participants
49% 3. Establish rapport with the student teachers
39% 4. Help to assure that all participants meet their obligations
53% 5. Interpret the student teaching program to the community, the board, and the teaching staff.
21% 6. Other (Please specify) _____

_____

6 32. Check the item that best describes your feelings about the help and support received from county central offices in conducting activities of the Center:

38% 1. Excellent
48% 2. Good
6% 3. Fair
5% 4. Poor

6 33. How much help has the College/University Coordinator provided you?

39% 1. All the help I felt was necessary
25% 2. Most of the help I felt was needed
20% 3. Some of the help I felt I needed
3% 4. Little of the help I felt was needed
10% 5. No help at all

7 34. Please check those items which you think are a normal part of the Center Coordinator's responsibilities:

41% 1. Preparing the financial budget for the Center
60% 2. Selecting cooperative teachers
66% 3. Conferring with student teacher applicants
87% 4. Providing in-service programs for student and cooperating teachers
58% 5. Developing handbooks and other materials used in student teaching
14% 6. Supervising student teachers
29% 7. Arriving at final decisions on problems involving student teachers
30% 8. Maintaining permanent records of student and cooperating teachers
69% 9. Conducting seminars for student teachers
49% 10. Conducting seminars for students preparing for student teaching
58% 11. Orienting new college coordinators
48% 12. Initiating and carrying out innovative and experimental programs
67% 13. Establishing good public relations with other school personnel
51% 14. Preparing the agenda and background material for meetings of the Advisory Board
4% 15. Other (Please specify) _____

35. How do you feel about the effectiveness of the overall program of the Center?

45% 1. Very good
38% 2. Good
12% 3. Fair
2% 4. Poor
2% 5. Other (Please specify) _____

_____

36. In light of your subsequent experience with the Student Teaching Center, what aspects of your experience were most valuable? Least valuable? What changes in that experience would increase its value in the future?

Most valuable:

Least valuable:

Recommended changes:

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